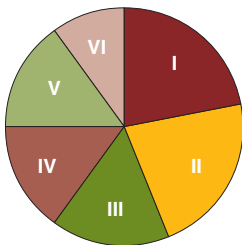


## Social Studies: Content Knowledge (0081)

### Test at a Glance

|  |  |                                 |                                       |
|--|--|---------------------------------|---------------------------------------|
| Test Name  | Social Studies: Content Knowledge        |                                 |                                       |
| Test Code  | 0081                                     |                                 |                                       |
| Time   | 2 hours                                  |                                 |                                       |
| Number of Questions  | 130                                      |                                 |                                       |
| Format   | Multiple-choice questions                |                                 |                                       |
|  | Content Categories                       | Approximate Number of Questions | Approximate Percentage of Examination |
|  | I. United States History                 | 29                              | 22%                                   |
|  | II. World History                        | 29                              | 22%                                   |
|  | III. Government/Civics/Political Science | 21                              | 16%                                   |
|  | IV. Geography                            | 19                              | 15%                                   |
|  | V. Economics                             | 19                              | 15%                                   |
|  | VI. Behavioral Sciences                  | 13                              | 10%                                   |

## About This Test

The Social Studies: Content Knowledge test is designed to determine whether an examinee has the knowledge and skills necessary for a beginning teacher of social studies in a secondary school. The test requires the examinee to understand and apply social studies knowledge, concepts, methodologies, and skills across the fields of United States history; world history; government/civics/political science; geography; economics; and the behavioral science fields of sociology, anthropology, and psychology.

A number of the questions are interdisciplinary, reflecting the complex relationships among the social studies fields. Answering the questions correctly requires knowing, interpreting, and integrating history and social science facts and concepts.

The 130 equally weighted multiple-choice questions consist of no more than 60 percent knowledge, recall, and/or recognition questions and no less than 40 percent higher-order thinking questions. Some questions are based on interpreting material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs. Between 10 and 15 percent of the questions contain content reflecting the diverse experiences of people in the United States as related to gender, culture, and/or race, and/or content relating to Latin America, Africa, Asia, or Oceania.

This test may contain some questions that will not count toward your score.

**Note:** This examination uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

## Topics Covered

Representative descriptions of topics covered in each category are provided below.

### I. United States History

- Physical geography of North America
- Native American peoples
- European exploration and colonization
- American Revolution
- Establishing a new nation
- Early years of the new nation
- Continued national development
- Civil War era
- Emergence of the modern United States
- Progressive Era and the First World War through the New Deal
- Second World War
- Post–Second World War period
- Recent developments

### II. World History

- Human society to approximately 3000 B.C.E.
- Development of early civilizations (Circa 3000–1500 B.C.E.)
- Ancient Empires and Civilizations (Circa 1700 B.C.E.–500 C.E.): India, China, Ancient Western Asia, Mediterranean, Africa
- Disruption and Reversal (Circa 500–1400 C.E.): nomadic migrations (Huns to Mongols), Byzantine Empire, Eastern Europe, rise and expansion of Islam, feudalism in North and Central Europe, Mayans and Chavín culture
- Emerging global interactions (Circa 1400–1800 C.E.)
- Political and industrial revolutions, Nationalism (1750–1914)
- Conflicts, ideologies, and evolutions in the 20th century (1900–1991)
- Contemporary Trends (1991–Present): changing geopolitical map of the world, regional and global economic and environmental interdependence, the welfare state, liberation movements, and globalization

### III. Government/Civics/Political Science

- Political Theory: major political concepts, major political theorists, political orientations (e.g., liberal, conservative)
- United States Government and Politics: constitutional underpinnings; federalism; powers, structure, and processes of national political institutions; civil liberties and civil rights, political beliefs and behaviors; political parties, interest groups, and mass media
- Comparative Government and Politics: forms of government (e.g., parliamentary, federal); major regime types (e.g., democracy, autocracy); major types of electoral systems; foreign policy
- International Relations: theories of international relations (e.g., realism, liberalism); international relations in practice (e.g., conflict, cooperation, diplomacy); power and problems of international organizations and international law

### IV. Geography

- The World in Spatial Terms: use of maps to acquire, process, and report information from a spatial perspective; longitude and latitude and their purposes; map projection, map type, and scale
- Places and Regions: location of major regions, countries and cities of the world; formal, functional, and perceptual characteristics of places; cultural diffusion and spatial patterns of economic activities
- Physical Systems: processes that shape the pattern of Earth's surface including plate tectonics, geomorphic processes, erosion, transportation, and deposition; characteristic and spatial distribution of ecosystems on Earth's surface; weather systems; climate patterns
- Human Systems: population topics such as demographic transition, settlement patterns and migration; spatial patterns of ethnicity, language, and religion; political aspects including frontiers and boundaries; cooperation and conflict among people and nations; globalization of economies
- Environment and Society: environmental perceptions, environmental impacts and the modification of the environment by human populations, renewable and nonrenewable natural resources
- The Uses of Geography: application of geographic concepts to interpret the past, the present, and to plan for the future

**V. Economics**

- Microeconomics I: scarcity, choice and opportunity costs, economic systems, comparative advantage and trade, supply and demand, elasticity, market efficiency and the role of government
- Microeconomics II: production and cost, product markets and behavior of firms, factor markets and the distribution of income
- Macroeconomics I: measures of economic performance, national income accounting, unemployment, inflation, and business cycle
- Macroeconomics II: national income determination, fiscal policy, money and banking, monetary policy, international finance and investment, and economic growth

**VI. Behavioral Sciences**

- Sociology: socialization, social organization, social institutions, the study of populations, multicultural diversity, social problems
- Anthropology: human culture and cultural change
- Psychology: basic concepts, such as learning and perception, human growth and development, personality and adjustment, social psychology

## Sample Test Questions

*The sample questions that follow illustrate the types of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty.*

*Answers with explanations follow the questions.*

**Directions:** Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

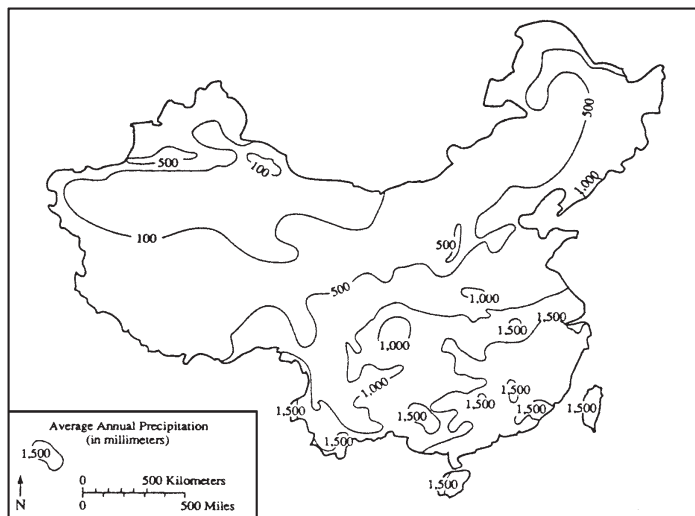
1. President Abraham Lincoln's Emancipation Proclamation declared free only those slaves who
  - (A) were living in the areas still in rebellion
  - (B) were serving in the Union armies
  - (C) were living in the border states
  - (D) had escaped to Northern states
2. The legal basis for the escalation of United States involvement in the Vietnam War was the
  - (A) declaration of war by Congress
  - (B) passage of the Gulf of Tonkin Resolution by Congress
  - (C) United Nations resolution condemning the North Vietnamese invasion of South Vietnam
  - (D) mutual defense provisions of the North Atlantic Treaty Organization (NATO)
3. In which of the following fields did Islamic civilization most influence Europeans at the time of the Crusades?
  - (A) Music
  - (B) Theology
  - (C) Mathematics
  - (D) Law
4. The term "Cold War" refers to the
  - (A) race between the United States and the Soviet Union to claim ownership of Antarctica
  - (B) contest between the United States and the European Common Market for economic domination in the West
  - (C) struggle between the United States and the Soviet Union to gain political hegemony in world affairs
  - (D) competition between the Soviet Union and China for the resources of the Pacific Rim
5. With which of the following statements would both Thomas Hobbes and John Locke most probably have agreed?
  - (A) Government authority is created as the result of a social contract.
  - (B) Government must enforce religious law to prevent moral decay.
  - (C) Government must enforce the majority's will regardless of the wishes of the minority.
  - (D) Government must bend to the will of the educated minority.
6. Which of the following is an example of a concurrent power?
  - (A) The printing and coining of money
  - (B) The power to declare war
  - (C) The process of naturalization
  - (D) The levying of taxes

7. According to Erik Erikson, the primary dilemma faced in adolescence is

- (A) industry v. inferiority
- (B) identity v. identity confusion
- (C) generativity v. stagnation
- (D) integrity v. despair

9. If the tax rate for a single person with \$25,000 in taxable income is 24 percent, and the tax rate for a single person with \$20,000 in taxable income is 20 percent, the tax rate over this income range is

- (A) regressive
- (B) progressive
- (C) proportional
- (D) revenue-neutral



8. The map above shows which of the following to be true about precipitation in China?

- (A) The north receives more precipitation than the south.
- (B) The driest region is the northeast.
- (C) The southeast receives the most precipitation.
- (D) The west receives more precipitation than the east.



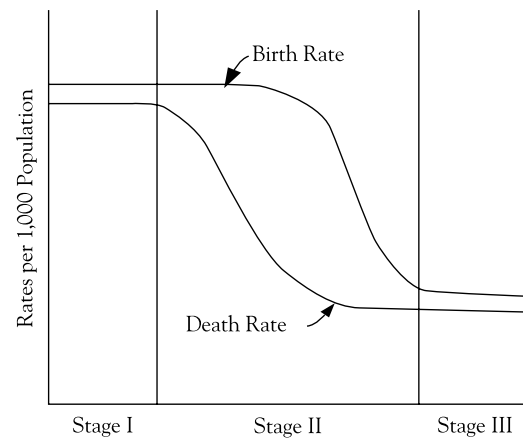
10. On the map above, which number indicates a region that was NOT a center of early urban civilization?

- (A) 1
- (B) 2
- (C) 3
- (D) 4

11. Which of the following people would benefit most if the value of the United States dollar increased relative to the Japanese yen?

- (A) A United States car dealer importing Japanese cars
- (B) A Japanese tourist vacationing in the United States
- (C) A worker in the United States beer industry
- (D) A Japanese baker buying United States wheat

DEMOGRAPHIC TRANSITION



12. The graph above indicates that rapid population growth is most likely to occur in

- (A) stage I only
- (B) stage II only
- (C) stages I and III only
- (D) stages II and III only

13. An increase in the real interest rate in the United States relative to its trading partners will most likely result in which of the following?

- (A) An increase in United States imports
- (B) An increase in United States exports
- (C) A decrease in the demand for the United States dollar
- (D) A decrease in the United States trade deficit

## Answers

- 1.** The correct answer is A. The Emancipation Proclamation freed only those slaves who were living in the states or parts of states still in rebellion. Lincoln feared that complete emancipation would cost the Union the loyalty of the border states (Missouri, Kentucky, Maryland, and Delaware), slave states that remained loyal to the Union. Moreover, Lincoln did not believe he had the constitutional authority to declare free those slaves living in areas loyal to the Union.
- 2.** The correct answer is B. There was no declaration of war by Congress. However, Congress did pass the Gulf of Tonkin Resolution, which authorized the President to “take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.”
- 3.** The correct answer is C. At the time of the Crusades, when contact increased between Europe and the Islamic world, Islamic mathematicians were using sophisticated mathematical tools and concepts (algebra, zero, Arabic numerals) that were unfamiliar to Europeans. In the twelfth century, European scholars became more aware of and interested in the contributions of Islamic mathematicians, and they made this knowledge available to the West in Latin translations.
- 4.** The correct answer is C. The term “Cold War” is used to describe the tense relationship that developed between the United States and the Soviet Union in the years immediately following the Second World War. During the Cold War, both the United States and the Soviet Union sought to extend their economic, diplomatic, and, at times, military influence in many parts of the world. Beginning in the late 1980s, dramatic changes in the Soviet Union and Eastern Europe led to a reduction in U.S.–Soviet tension and the end of the Cold War.
- 5.** The correct answer is A. Hobbes and Locke both agreed that government authority was established through a social contract, although their views of the nature of that authority differed.
- 6.** The correct answer is D. A concurrent power is a power shared by the federal government and state governments. Both the federal and state governments have the power to levy taxes. The powers described in choices A, B, and C are reserved to the federal government alone.
- 7.** The correct answer is B. Erikson stated that an adolescent needs to integrate previous experiences in order to develop a sense of “ego identity.”
- 8.** The correct answer is C. The map shows that the greatest amount of precipitation (1,500 millimeters on average) is in southeast China, compared to other areas that receive far less precipitation (less than 500 millimeters on average).
- 9.** The correct answer is B. A progressive tax rate is one in which the tax rate increases as income rises. In this example, someone earning \$25,000 a year is taxed at a higher rate than someone earning a lower income; thus, the tax rate is progressive.
- 10.** The correct answer is A. City civilizations developed early along the Nile River, the Sindhu (Indus) River, and the Yangtze, but not along the Amazon.
- 11.** The correct answer is A. Appreciation in the value of the dollar results in a decline in the relative cost of importing foreign goods. An importer of foreign goods would thus benefit. U.S. goods would be relatively more expensive, so choices B and D are incorrect. C is also incorrect; a change in the value of the dollar would have no beneficial effect on a worker in the U.S. beer industry.
- 12.** The correct answer is B. In stages I and III, birth and death rates are approximately equal. Therefore, the rate of natural increase (population growth) would be quite low, even in the first stage in which the birth rate is high. In stage II, a decline in the death rate precedes a decline in the birth rate. It is in this middle stage that rapid and dramatic population growth would occur.
- 13.** The correct answer is A. If the real interest rate (that is, the interest rate adjusted for inflation) increases in the United States, foreign investors will transfer money to the United States in order to get a better return on investment. As a result, the dollar will increase in value relative to other currencies. The increase in the value of the dollar will in turn make imports to the United States cheaper, and consumers and businesses in the United States will therefore buy more imported goods.



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